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ABSTRACT

The program described and evaluated in this report is a nongraded (third and fourth grades) individualized learning situation in which students had available as educational stimuli the resources of three teachers and the combined materials of three classrooms. The program also contained provision for "blocks of time" during which various subjects were taught in a traditional manner. Various operational procedures were taken to assess the following dimensions of the program: (1) child-school relationship; (2) each child's curiosity, flexibility, mobility, positive research orientation, capability to work independently, decision-making capabilities, and positive peer-relationships; (3) reading gains; and (4) parents', teachers', and principals' reactions and opinions. Significant cognitive gains in reading were made by students, and parents, teachers, and the principal indicated that the program brought about affective as well as cognitive changes in the children. (Author/MLF)

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AN EVALUATION OF THE S.K.E. PROGRAM
WILSON ELEMENTARY SCHOOL, 1972-73

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Under the aegis of

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INTRODUCTION:

This is a time of rapid change in education. Terms such as "curriculum revision," "instructional improvement," "open classrooms," "team teaching," "individualization," and "non-graded organization" have become commonplace in the parlance of teachers. As more is learned of students, and new methods developed for the gathering and processing of information in schools, traditional views of the schooling process become altered and, accordingly, so does teacher behavior. The Summit Public Elementary Schools, long respected for outstanding educational programs, are no less subject to change than are elementary schools in other districts. It would seem incumbent upon outstanding districts such as Summit, in fact, to assume leadership in change. Change, however, in Summit as elsewhere, often comes in small quantity--a new teacher here, a few there; new sources of revenue; an influx of new families; a new idea...

S.K.E. INPUT FACTORS

It was a new idea that gave birth to the S.K.E. team-teaching program at Wilson Elementary School. This program, named for the three teachers--Kay Seidel, Beverly Karl, and Maggie Erwin--began with the submission of a program proposal in May of 1972 to David Davidson, then Principal of Wilson School. That proposal, entitled "A Non-Graded (Third and Fourth Grades) Individualized Learning Situation," reflected the philosophy of the three teachers regarding their notions of what schools "could be," and their plans for the implementation of change: a breaking away from the traditional concept of the self-contained classroom--one teacher, one group of students--to a teaching organizational arrangement whereby a selected number of students would have available as educational stimuli the resources of three teachers and the combined materials of three classrooms. The proposal also contained provision for "blocks of time" during which various subjects would be taught in a traditional manner. This program proposal did not represent a dramatic departure from the practices which the three teachers had used individually in past years in helping their classes to learn. What was different was the notion that students

from two grades would be combined for a period of time during each day, and that such grouping for instruction would be made on the basis of skill development rather than on the basis of chronological age. Further, there would be an increased concern for the affective needs of the children--the positive development of their attitudes toward school, their peer relationships, their concepts of self...

The teachers had been profoundly affected by their own attempts to deal with individual differences, and by the latest educational literature showing that students are as varied in academic achievement within single grade groupings as they are among vertical, multi-grade, groupings. Experience had repeatedly shown the three teachers that students in Wilson's 1972-73 third and fourth grades possessed many similarities in terms of academic potential and achievement; it seemed logical to distribute teacher resources efficiently among all these children in a planned effort to effectively meet the individual needs of each child.

In July of 1972 the S.K.E. teachers presented a revised program proposal to the new principal, Paul Houston. This proposal, although quite similar to the original, was, however, more specific and detailed regarding learning experiences in the basic subject-matter areas of language arts, mathematics, science, and social studies. It was also noted in this revised proposal that Mrs. Seidel had long made it a practice to attempt to individualize instruction within her own classroom, and that Mrs. Karl and Miss Erwin had often taught cooperatively, but only on an informal basis. Additionally, a rationale for the S.K.E. program was presented. In the rationale the teachers stated their belief that the proposed program would:

1. Allow the child to be exposed to the <u>combined talents of three teachers</u> as opposed to one.

2. Allow the child to work within <u>a framework of vertical grouping</u>. (The child progresses as far in a skill as he is able regardless of grade level assignment.)

3. Result in <u>better and more efficient use of</u> individual teacher talent.

4. Allow the child mobility within the school, which is more realistic than "sitting at a desk" in the same classroom all day.

5. Afford the child a better opportunity to develop more self-reliance and responsibility for his/her own individual learning.

6. Result in a better evaluation of each child because of the exposure to three teachers as opposed to one.

7. Afford the child an opportunity to work in an environment that would help him/her to learn to adapt to changes--a reality in the world outside of the classroom.

It was decided by the teachers that cognitive objectives for the program would remain as structured and sequential as they had been in past years. The students would be exposed to the traditional academic curricula in the basics, and an evaluation of significant or non-significant gain in these areas--particularly reading--would be undertaken at the end of the year. Affective concerns, however--long implied objectives in schools--would become explicit, and a concerted effort made toward achieving success in this important area of child development. Specific affective objectives formulated for guiding the progess of S.K.E. were:

1. Each child will express himself/herself using many forms of communication.

2. Each child will discover and explore his/her own interests using varied media.

3. Each child will evidence a positive self-concept:

    a. In relationships with teachers and other children; and,
    b. In a confident approach to new materials and unusual and confusing situations.

4. Each child will demonstrate self-reliance in approaching problem situations.

5. Each child will plan his/her time so as to maintain a balance between requirements and the pursuit of individual interests.

6. Each child will develop understanding and empathy for peers by showing tolerance for:

   a. Personality differences;
   b. Ethnic differences; and,
   c. Intellectual differences

7. Each child will exhibit responsibility in using and maintaining materials; his, other's, and the school's.

With proposed change, of course, regardless of worthy purpose and high ideal, comes apprehension. The new program proposed the combining, for a period of time each day, of seventy children--each uniquely different, each interested in a different pursuit. The teachers, therefore, listed their qualms in contemplating the implementation of S.K.E. They were, for example, concerned about parent reaction to the notion of multi-aging. Achievement test scores had shown an overlap in academic achievement among the students, but that phenomenon is commonplace and natural in test results. Test scores alone could not be used to rationalize the proposed program. The concern, however, for grouping students for the purpose of efficient instruction could not be ignored. New methods for achieving that end, the teachers felt, would prove more effective than methods they had followed in the past.

The teachers also expressed concern for the potential noise factor. The movement of groups of people, of any age, produces noise. It was anticipated that this might cause negative reactions, given the usual climate of most elementary schools. Another cause of apprehension was the perceived lack of curriculum materials necessary to implement a truly individualized program. The S.K.E. program ultimately consumed no more materials than would have been normally provided for three classroom groups of students. The teachers' major concern, however, was for the children: How could it be assured that each would work up to his or her capacity? Would the less-structured child react adversely to a situation where self-reliance in decision-making was a professed educational goal? The perceived educational benefits of such a program, however, seemed to outweigh the disadvantages so the risk was assumed by the teachers and principal, and the S.K.E. Program implemented in Wilson.

In recapitulating input factors and chronology, Figure One has been designed. The next section of this document will deal with the process of S.K.E.--the comprehensive description and manifestation of the program as it evolved and took shape over time.

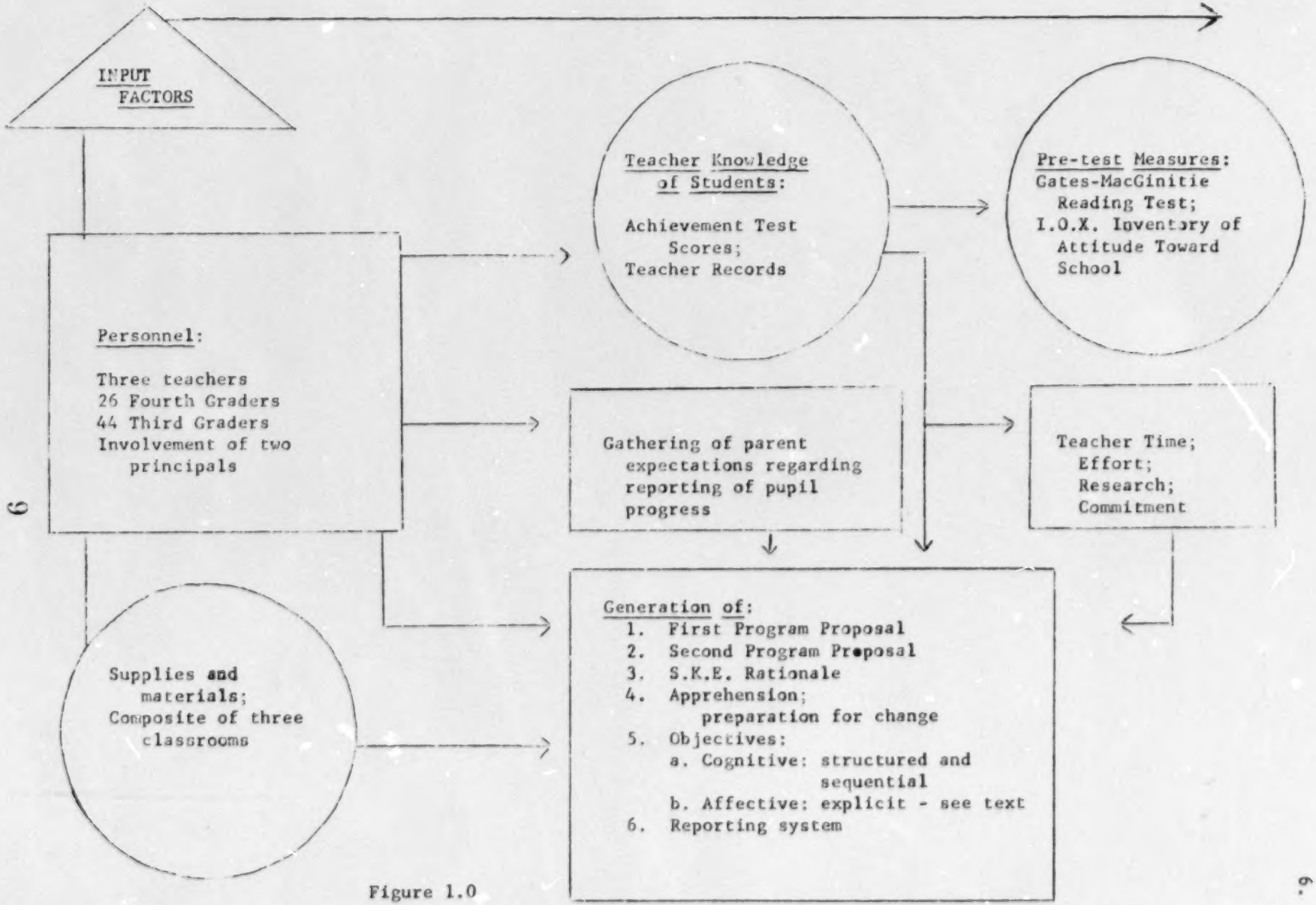

INPUT FACTORS
Personnel:
Three teachers
26 Fourth Graders
44 Third Graders
Involvement of two principals
Supplies and materials;
Composite of three classrooms
Teacher Knowledge of Students:
Achievement Test Scores;
Teacher Records
Pre-test Measures:
Gates-MacGinitie Reading Test;
I.O.X. Inventory of Attitude Toward School
Gathering of parent expectations regarding reporting of pupil progress
Teacher Time;
Effort;
Research;
Commitment
Generation of:
1. First Program Proposal
2. Second Program Proposal
3. S.K.E. Rationale
4. Apprehension; preparation for change
5. Objectives:
a. Cognitive: structured and sequential
b. Affective: explicit - see text
6. Reporting system

Figure 1.0

PROCESS: (a.m.) PHASE ONE

Figure 2.0 p.8 depicts in diagrammatic form the basic flow of events which constituted the morning portion of the S.K.E. Program. The day began with the children housed in their respective homerooms: 26 in the fourth grade homeroom and 22 in each of the third grade homerooms. Homeroom period generally lasted 30 minutes, and during this time the students, under the direction of each teacher, conceived and wrote daily contracts of language arts work to be done during the morning. (See Sample contracts in Appendix I) Early in the year cognitive structure was provided by the teachers; students formulated individualized morning curricula based on teacher-provided options and teacher-required activities. Although the subject-matter was proscribed, the mode of student accomplishment and the time-allotments for each assignment generally were not. The individual student was encouraged to plan his or her time so that the best balance possible in terms of requirements and individual interests would result. The emphasis, clearly, was on individual student decision-making within the frame work of guidance provided by each homeroom teacher.

As has been alluded to, the contracts contained not only subject-matter content but a time-allotment factor as well. In addition, a student-evaluation component was present. Within the contract, each student was expected to list his accomplishments for the day as well as giving an accurate accounting of his contractual time. As the year progressed and students became more differentiated in terms of skill-level development and self-reliance capabilities, contracts became more complex and more demanding. The complexity and the demand, however, was based on individual potential and performance rather than on former "grade established" standards of performance for third and fourth grade students.

Once each contract had been reviewed and approved by the teachers, students proceeded to the library resource and media center to begin language arts work for the day. The library period allotted was two hours, and during the early part of the year this time block served three basic functions. First, students worked in the library in order to fulfill contractual obligations.

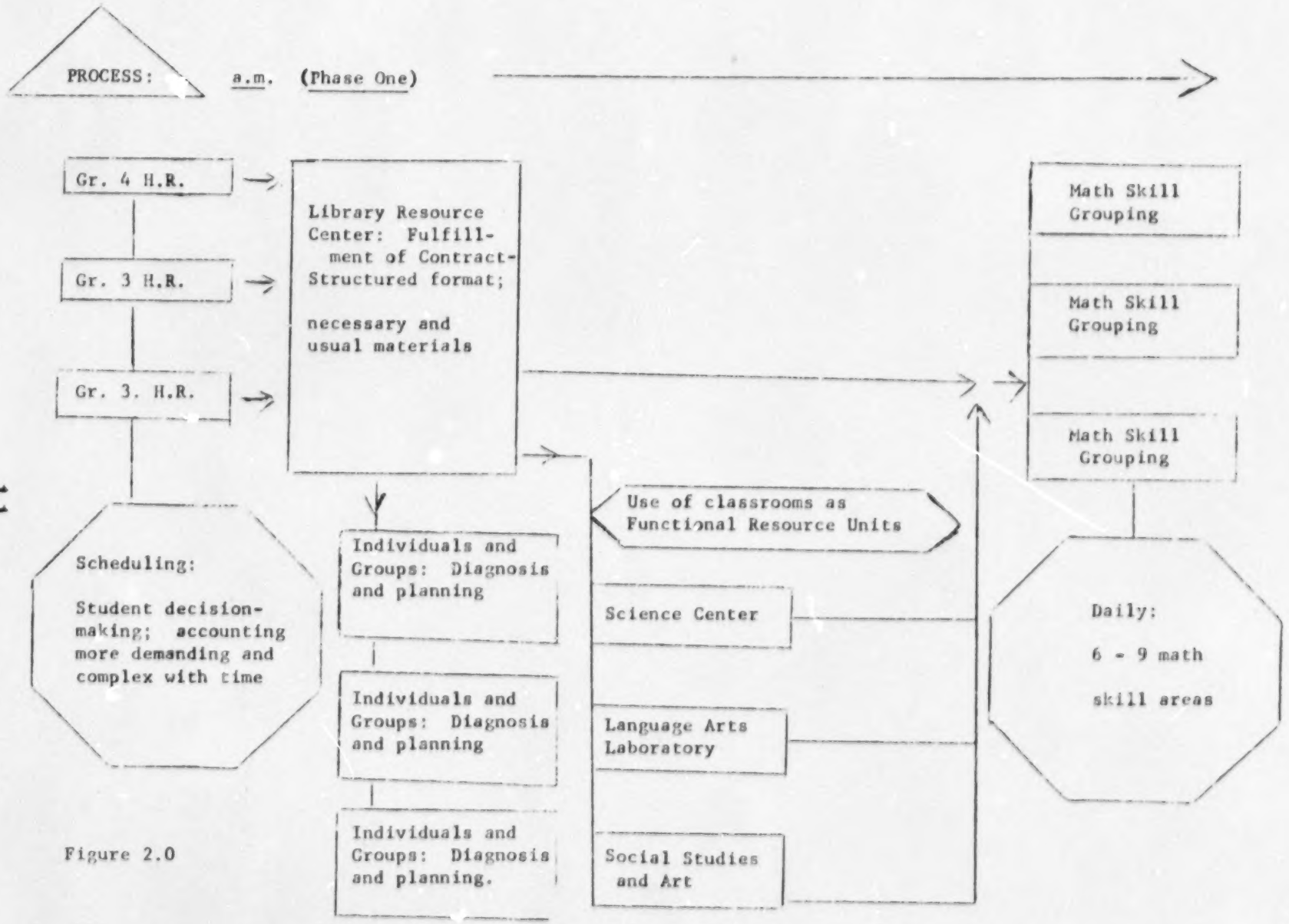

PROCESS:
a.m. (Phase One)
Gr. 4 H.R.
Gr. 3 H.R.
Gr. 3. H.R.
Library Resource Center: Fulfillment of Contract-Structured format;
necessary and usual materials
Math Skill Grouping
Math Skill Grouping
Math Skill Grouping
Use of classrooms as Functional Resource Units
Scheduling:
Student decision-making; accounting more demanding and complex with time
Individuals and Groups: Diagnosis and planning
Individuals and Groups: Diagnosis and planning
Individuals and Groups: Diagnosis and planning.
Science Center
Language Arts Laboratory
Social Studies and Art
Daily:
6 - 9 math skill areas

Figure 2.0

Second, individual students or groups of students would at this time be diagnosed by one or more of the teachers in order to make determinations of student's cognitive needs. Third, the mixing of homeroom and age-level groups provided opportunities for students of different ages to interact while working on contract fulfillment. In many instances, tutor-tutee relationships evolved, and as mutual interests were revealed, friendships across class and grade levels developed.

In addition to these three basic functions, a fourth was introduced: the use of elementary school classrooms as Functional Resource Units. While the general logistical plan called for the utilization of the library resource and media center as the locus of student activity in language arts for the two-hour block of time each morning, many students were permitted, if their contracts so stated, to utilize the resources of one or more of the homerooms. Each homeroom served as a functional resource unit in that one was designed as a science center, one was a language arts laboratory, and the other served the areas of social studies and art. With a multiplicity of resources in each room, combined with the materials found in the library, it was assumed that each student would have an increased opportunity to fulfill contractual obligations by experiencing a variety of educational stimuli not usually available in one classroom.

Because of an anticipated increase in student enrollment, the fact that four resource centers were available to S.K.E. students each morning, and because the fourth graders had not existed as one classroom group prior to this year but in homerooms of twelve students, and were therefore more dependent on immediate access to a teacher, a full-time aide was introduced to the program. The aide, a certificated teacher, provided extra coverage, performed a multitude of clerical duties, and assisted in the instruction of reinforcement and accelerated skill groups.

Student mobility was facilitated by the introduction of "carry-alls" in which students could carry the materials necessary for fulfilling their contracts. With the carry-alls students could move initially to the library, then to one or more of the classroom resource centers, then perhaps back to the

library with a minimum of interruption or need to search out basic working materials.

Early in October students were invited to comment on their reactions to the organization of S.K.E. Some of these comments appear below:

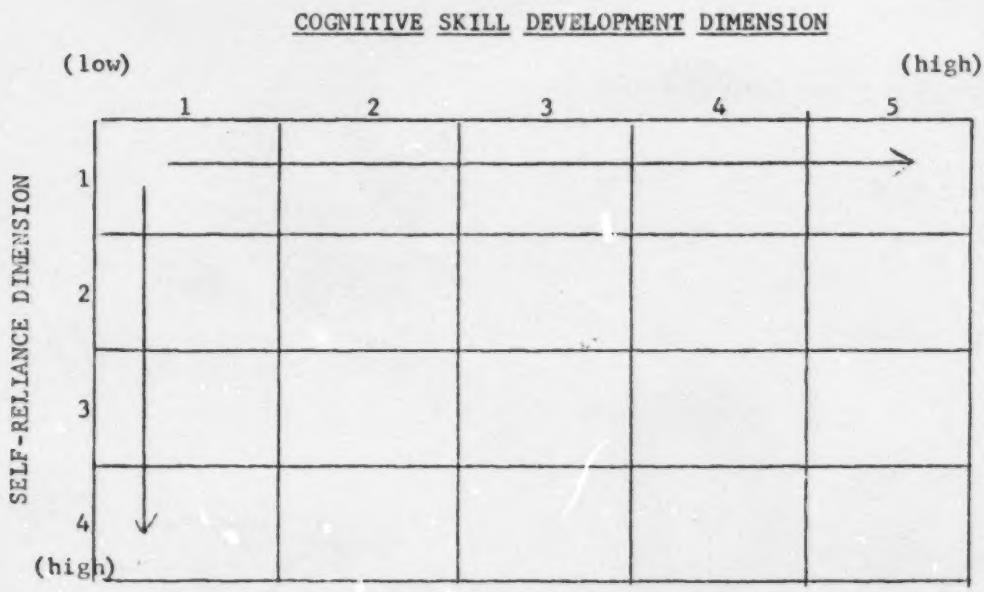
> "I like the S.K.E. Group because you can make your own schedule and you can swich (sic) classes and you can work on your own. Sometimes you can go to a different teacher's classroom."
>
> "It's very confusing. I don't like it. I never know what to do when I am confused. I think I'll be unconfused later in the year."
>
> "I like the S.K.E. Group because I get to do the work I want to do in the morning. Now I no (sic) more then (sic) last year and I do more...I like going to diffrent (sic) teachers for work..."
>
> "I think the S.K.E. Group is nice. It gives me a chance to work with other people. I meet people I never meet (sic) before..."
>
> "To tell the truth I think it's very good. It gets us used to other teachers. It also gets us ready for junior high. It's real good."

The morning process also contained a one-hour block of time devoted to skill development in mathematics. Each teacher taught daily, in her homeroom, between 3 and 6 appropriate areas to groups of students. Endeavoring to completely individualize the new elementary mathematics program, children progressed through the homeroom groupings as their levels of skill development increased. With the addition of the aide came the possibility of more skill-level differentiation among students; gradually, in fact, four basic mathematics classroom instructional units evolved for this component of the morning process. Individual records were kept of each child's mathematical progress through the use of the new mathematical reporting system, with each child working at his own pace in mastering mathematics skills.

PROCESS: PHASE TWO (See Figure 2.1 p.12)

As the year progressed the method for grouping students shifted from an emphasis on cognitive skill levels to that of self-reliance skill levels. It was found during the first few months of operation that while some students might perform exceptionally well cognitively, in terms of self-reliance their performance was such that dependence tendencies were often observed. Conversely, some highly self-reliant students were seen as requiring more cognitive development. To continue grouping solely on the basis of cognitive skill level was to essentially deny one important facet of individual student behavior, and to minimize progress toward the achievement of one significant affective objective.

The teachers undertook, therefore, an effort to diagnose individual students in cross-matrix or tabular fashion. This matrix is presented below:



The new morning groupings in language arts became ones based more on the self-reliance dimension as the teachers sought to differentiate and provide for individual students in a more flexible and seemingly appropriate fashion. Four self-reliance groupings were devised and cognitive activities arranged for each.

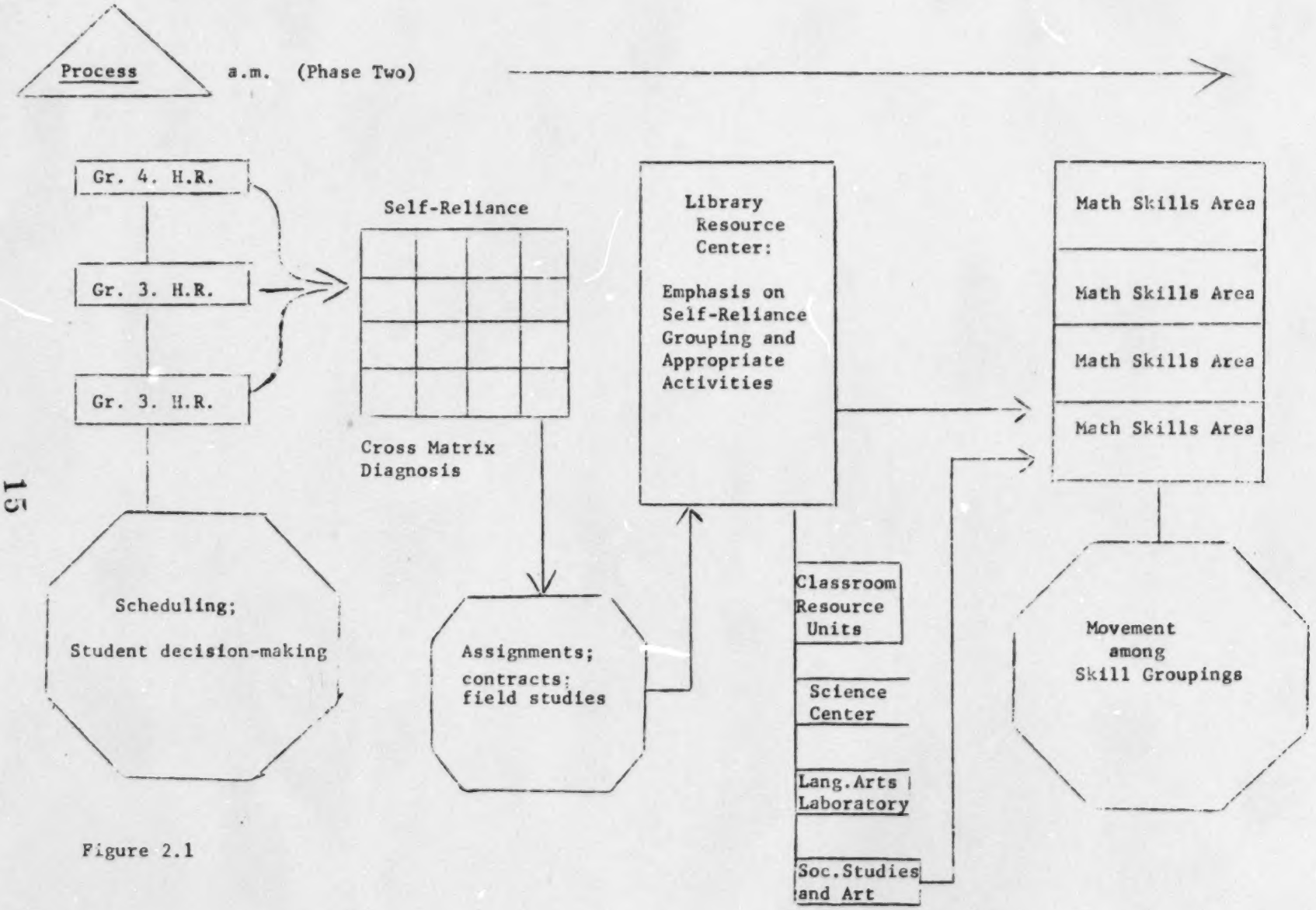

Process
a.m. (Phase Two)
Gr. 4. H.R.
Gr. 3. H.R.
Gr. 3. H.R.
Self-Reliance
Cross Matrix Diagnosis
Scheduling;
Student decision-making
Assignments;
contracts;
field studies
Library Resource Center:
Emphasis on Self-Reliance Grouping and Appropriate Activities
Classroom Resource Units
Science Center
Lang.Arts Laboratory
Soc.Studies and Art
Math Skills Area
Math Skills Area
Math Skills Area
Math Skills Area
Movement among Skill Groupings

Figure 2.1

Group One was composed of students whose dependence tendencies were high in comparison to their peers. These students were perceived to require a more structured learning environment, and met in daily, self-contained sessions to concentrate initially on teacher-assigned work units in content areas. The basic theme underlying such assignments, however, was that of seeking to develop in each Group One student an increased sense of self-reliance. Eventually, some of these students undertook independent, but guided, field studies. Poetry, Spiders, Printing, Puppets, Early Man, The American Revolution, and Plants and the Environment represent topics of interest investigated by these students.

Group Two students were seen as slightly more self-reliant than those in Group One, but still in need of structure and a choice of options rather than free-choice. Although this group exhibited more self-reliance than did Group One students, some deficiencies existed among these students in attention span, work pacing, and reading ability. Students in this group were permitted content area or subject-matter options provided by the teacher or teachers, and a shorter, modified contract form for them was devised and introduced.

Group Three students were basically permitted the same types of options as those in Group Two. This group, however, utilized more complex contract forms and exhibited less reliance on the teachers in academic areas than either of the former two groups. Independent field studies became a part of this group's functioning, but these were less guided by the teachers than Group One field studies.

Group Four students--the most self-reliant--were not required to fulfill a contract in pursuing their studies. Rather, these students maintained a log--an academic ledger--which recounted the pursuit of an individually chosen topic or topics. Students in this group were required to utilize various media in their investigations. Consequently, a final report from a Group Four student would often be the result of reading books and magazines, observing films, filmstrips, using film loop projectors, recording interviews, and the like. Topics chosen by these students included investigations of towns, states, countries, careers, the environment, and animals. Examples of Phase

Two contracts may be found in Appendix II. Appendix III contains suggestions to Group Four students for Field Study Topics.

As Phase Two of the a.m. process was entered in January, student reactions to the S.K.E. Organization were again sought. Some examples of these reactions appear below:

"I don't like that the third graders get to eat with us."

"I like the S.K.E. Goup (sic) because we're close together."

"I like the S.K.E. Group better than it was at the beginning. Some things have improved...I think that we have a better contract."

"The noise level has gone down...I like it because we can work where ever we want."

"I think the S.K.E. Group can be improved if everyone would be honest like if you take something you should give it back...I like the S.K.E. Group because when you walk around from room to room it makes you feel grown up."

"I like having different activities like French and decoupage."

"How come third grade get out 2:30 (sic). It's not fair to us. Now getting to S.K.E. Group it very nice.(sic)...And once I got adjusted to it. I love it...I have no complaints."

"I don't like the report card the S.K.E. Group gets. I think it's to complacated. (sic)

"I would like to stop filling in schedules."

"Sometimes there isn't enough time to get all your work done for the week."

Process "a.m.," Phases One and Two represented the greatest organizational and instructional changes for S.K.E. staff and students. It was during the morning sessions that multi-aging was most often attempted--for the purpose of bringing about both cognitive and affective learnings. Following is an explication of the "p.m." Process--one which basically represented a departmentalized organizational pattern for the instruction of science, social studies, and creative writing skills.

PROCESS: p.m. (See Figure 2.2. p.16)

In the afternoon, S.K.E. students gathered in their respective homerooms and then proceeded to one of the classroom functional units for instruction in science, social studies, or creative writing. During this period of the school day, the homeroom groupings remained intact. Mrs. Seidel taught creative writing, Mrs. Karl social studies, and Miss Erwin science. In addition, specialists in art, music, and physical education were scheduled for S.K.E. involvement during the p.m. hours.

Once the third graders had been dismissed at 2:30 p.m., the fourth graders would receive assistance in completing work from one or more of the three teachers and the aide. Once a week a fourth grade class-meeting was held during the final half-hour of the day. Topics discussed during these class meetings often encompassed notions of non-academic democractic living, decision-making using "choice of option" exercises, awareness of individual differences, and the development of tolerance and understanding for peers.

This, then, was the S.K.E. Program as it was originally designed and as it later evolved. The final section of this document will endeavor to describe the instruments devised or deemed appropriate for use in evaluating output factors or products.

OUTPUT FACTORS:

The "product component" of this document is divided, for sake of clarity, into three sub-components. The first sub-component is entitled the "Dimension Assessed," and represents those areas of child development and achievement which were given priority in evaluating the total impact of the S.K.E. Program. Dimensions assessed, as may be seen in Figure 3.0 were:

1. The relationship of the child to the school;
2. The attempting to engender in each child a sense of curiosity; flexibility; mobility; a positive research orientation; the capability to work independently; the development of decision-

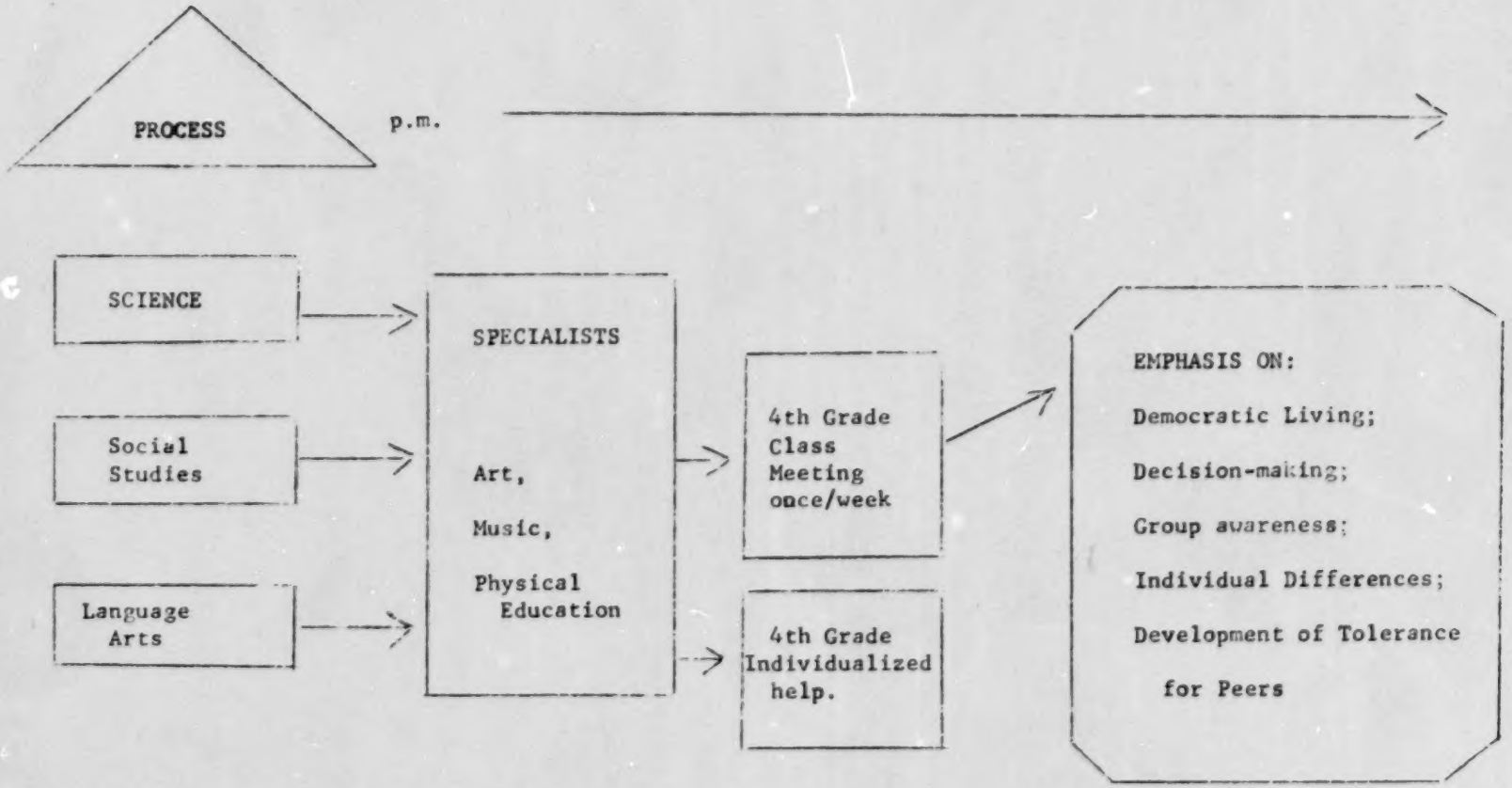
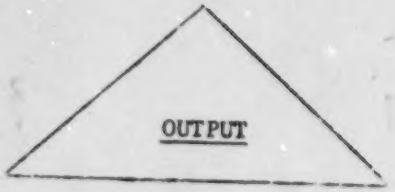

PROCESS
p.m.
SCIENCE
Social Studies
Language Arts
SPECIALISTS
Art,
Music,
Physical Education
4th Grade Class Meeting once/week
4th Grade Individualized help.
EMPHASIS ON:
Democratic Living;
Decision-making;
Group awareness;
Individual Differences;
Development of Tolerance for Peers

FIGURE 2.2



(Product Component)

	Dimension Assessed	Operational Procedure	Results
1.	Child School Relationship	I.O X. Attitude Toward School Inventory	See Table 1.0
2.	Curiosity; Flexibility; Responsibility; Mobility; Research Orientation; Decision-making	Student Questionnaire	
3.	Cognition -- Reading Comprehension	Gates-MacGinitie alternate form Post-Test	
4.	Parent Reactions	Parent Questionnaire Opinions expressed in letters	
5.	Teachers' Reactions	Lists of strengths and weaknesses	
6.	Principal's Reactions	List of strengths and weaknesses	

FIGURE 3.0

making capabilities, and, the development of positive peer-relationships;

3. The assessment of significant/non-significant gains in reading;

4. Parents' reactions and opinions;

5. Teachers' reactions and opinions; and,

6. Principal's reactions and opinions.

It should be stated here that attempting to assess cognitive gain within the framework of a true experimental design was early eliminated from consideration in the determination of the evaluation process. There were a number of sound reasons for this decision: First of all, true experimental designs, with carefully devised controls, are--despite protestations from some--still rare in the educational administrative literature and research below the level of doctoral dissertations, and then only in schools with a strong empirical-research orientation. Secondly, it was thought undesirable to label the S.K.E. Group a "do-something group," because the natural implication would be that of the control group being labelled a "do-nothing" group. That, of course, would have been absurd. Third, the use of a control group would have required the matching with S.K.E. youngsters of 70 like youngsters in such variables as sex, age, I.Q., Socio Economic Status, family background, and the like. Such a population, although probably obtainable in Summit, would have had to have come from only one other elementary school--one in which only a self-contained classroom organizational pattern was evident and in which the curricular materials matched those available to the S.K.E. Group. Additionally, the objectives held for the S.K.E. Group would also have had to be common to the control. In effect, the organizational and teaching arrangements would have had to be viewed as the independent variables and cognition in reading as the dependent variable. Further, the S.K.E. Program was not viewed initially as an "experimental" program as much as it was seen as a simple reorganizational pattern. Given these and personnel constraints, the lack of a true experimental design is quite understandable.

Well accepted as a means of determining significant and non-significant gains, however, is the use of inferential statistics. If an experimental group mean (average) increases significantly from A_1 to A_2 over time as determined by

statistical techniques, it may be inferred that the result is attributable to the program. Because an effort was being made to conceptualize the S.K.E. Program as a replicable pedagogical system, or method of functioning, gains in cognitive achievement and in attitudes toward school were subjected to statistical analysis. More will be said of this later as the instruments devised to assess the above priority dimensions are explicated.

The second sub-component of the product component is that entitled in Figure 3.0 "Operational Procedures." In order to assess the six dimensions presented earlier, concensus on techniques of assessment was necessary among those responsible for S.K.E. Consequently, each priority dimension was defined by means of a specific instrument of measurement, such as a reading test or attitudinal survey instrument, or by means of a constructed instrument, such as the quantifiable student and parent questionnaires which were devised for partial evaluation of the program. The operational procedures related to each dimension of behavior assessed are shown below:

1. Child-School Relationship: This dimension was measured by a commercial instrument called the "Self-Appraisal Inventory," produced by the Instructional Objectives Exchange. Specifically, one sub-scale--"The Attitudes Toward School Sub-scale"--was administered to students twice, once as a pre-test measure and then as a post-test in order to determine whether or not significant gains had been made in making students attitudes toward school more positive during the year.

2. The dimensions of curiosity, flexibility, sense of responsibility, decision-making capabilities and the like were assessed using a student questionnaire designed specifically for the S.K.E. Program students. This questionnaire consisted of 25 items followed by a Likert Response Scale. In addition, students were asked once again to write their impressions of the program.

3. Cognitive gain in reading was assessed by pre and post test measures using alternate forms of the Gates-MacGinitie Reading Test, Survey D. Gains were computed in terms of raw scores and/or grade equivalents for the third and fourth grades in the Reading Comprehension Subtest.

4. Parent opinions and reactions were elicited by means of two techniques:

    a. A parent questionnaire which was sent to each family with a child in the S.K.E. Group; and,

    b. Parent Testimony in narrative form.

5. Teachers' reactions were sought by means of a narrative statement from each.

6. The principal's reactions and opinions were also sought in narrative form.

The comprehensive evaluation effort made by those responsible for S.K.E. produced, of course, different "Results." These results constitute the third subcomponent of the Output Component, and the final section of this report. Results for each of the dimensions assessed will be presented as they appear above.

1. Child-School Relationships, I.O.X.; Attitudes Toward School:

   a. Grade Four: Using the "t" statistic for computing significant differences, it was found that there was no significant difference between average pre- and post-test results for this group of students. Although the average score dropped .73 of a point, this difference was not significant and can therefore be attributed to chance. What may be said of this group is that since their average score on both the I.O.X. pre and post-tests surpassed the median of 10, they began school this academic year showing a positive attitude toward school and this attitude has been maintained, or at least not harmed, by membership in the S.K.E. Program. While there were, of course, individual gains and losses, as a whole the group maintained comparable attitudes toward school between September and May of this school year.

   Table 1.0 presents the computational results for fourth graders below:

RAW SCORE DIFFERENCES AT THE AVERAGE OF S.K.E. FOURTH GRADERS ON THE ATTITUDES TOWARD SCHOOL I.O.X. INVENTORY

Pre-Test Mean	Post-Test Mean	Mean of Difference	"t" Value	Probability
14.27	13.54	-.73	-.82	$p > .10$

TABLE 1.0

   b. Grade Three: As with the fourth graders, the third graders showed no significant gain or difference in their attitude-toward-school scores as measured by the I.O.X. Inventory. While there was a slight gain on

the average, there is no evidence to substantiate this phenomenon outside of the realm of pure chance. Here again, students in this group began the program with a positive attitude toward school and this attitude has been maintained throughout the year. Table 2.0 presents the computational data:

RAW SCORE DIFFERENCES AT THE AVERAGE OF S.K.E. THIRD GRADERS ON THE ATTITUDES TOWARD SCHOOL I.O.X. INVENTORY

Pre-Test Mean	Post-Test Mean	Mean of Difference	"t" Value	Probability
12.08	12.22	+.14	.2	$P > .10$

TABLE 2.0

2. Student Reactions to the S.K.E Program and the Attempts to measure curiosity, flexibility, responsibility, et. al: The 25 item student questionnaire used to evaluate this dimension of student behavior appears as Appendix IV. Summary reaction results are presented in the appendix for each grade level and for the total S.K.E. Group. Highlights will be presented here in terms of total student reaction to selected items on the questionnaire.

When asked if they liked school at the end of the year better than they did in September, 70% of the total group agreed that they did. Sixty-one percent stated that they liked this year's schooling better than the previous year.

In response to the item concerning heightened curiosity, 71% of the fourth graders and 81% of the third graders felt that their curiosity quotient had been increased during the year. Seventy-five percent of the total group felt that they could make decisions at the end of the year more easily than at the beginning.

In regards to planning personal time more effectively, 81% of the total group felt that they had made gains during the year. Ninety percent said that they were better at seeking out research information than they had been. Eighty-one percent felt more confident when starting something new, and 84% liked the idea of moving around rather than staying in one room.

A majority (81%) said that they had made more friends this year, and 65% stated that the new report forms had aided them in knowing what they had learned and what they still had to learn. Fifty-four percent of the total group (62%-third grade; 43%-fourth grade) stated that they would like to be in a similar program next year.

Typical student comments regarding their year in S.K.E. were:

"I like the S.K.E. Program very much. I think it is great to go out and learn by yourself."

"You don't own your own desk."

"I don't like it because they give you hard work and make you do it all the time."

"I like the S.K.E. Group because you can find more information."

"I like the S.K.E. group because you get a lot of opportunities."

3. Reading gains:

a. Grade Four:

(1) Raw Scores--The gain in raw scores at the average for fourth graders in the S.K.E. Program was found to be 5.92. This figure led to the calculation of a "t" statistic value which is significant at the .005 level. That is, there are less than five chances out of 1,000 that a change of this magnitude would be attributable solely to chance. One can infer from the statistical computations that the S.K.E. Program contributed highly to this gain. (See Table 3.0)

RAW SCORE DIFFERENCES AT THE AVERAGE OF S.K.E. FOURTH GRADERS ON THE GATES-MACGINITIE READING COMPREHENSION SUBTEST

Pre-Test Mean	Post-Test Mean	Mean of Difference	"t" Value	Probability
32.76	38.68	5.92	5.533	p. $\leq$ .005

TABLE 3.0

(2) Grade Equivalents: The average grade equivalent rose from 5.0 to 6.5--a gain of fifteen academic months. The growth expectancy for S.K.E. fourth graders was 12 months during the 8 months duration. As can be readily seen, this expectancy was surpassed by three months, and would seem significant as reflected in the raw score gain above.

GRADE EQUIVALENT GAIN AT THE AVERAGE OF S.K.E. FOURTH GRADERS
ON THE GATES-MACGINITIE READING COMPREHENSION SUBTEST

Pre-Test Mean	Post-Test Mean	Gain	Expectancy	Valence
5.004	6.480	15 months	12 months	3 months

TABLE 4.0

b. Third Grade: Grade Equivalents--Third grade members of the S.K.E. Program made the more dramatic gain in reading comprehension. The gain at the average was 18 academic months--one year more than would be expected from an average population and six months more than expectancy for this capable group of youngsters.

GRADE EQUIVALENT GAIN AT THE AVERAGE OF S.K.E. THIRD GRADERS
ON THE GATES-MACGINITIE READING COMPREHENSION SUBTEST

Pre-Test Mean	Post-Test Mean	Gain	Expectancy	Valence
4.110	5.925	18.15 months	12 months	6 months

TABLE 5.0

4. Parent Opinions and Reactions--The parent questionnaire, included as Appendix V, revealed the following: Seventy-seven percent felt that their children enjoyed coming to school more in May than in September. Seventy-eight percent of the parents felt that their children exhibited more maturity in decision-making; 66% stated that their children assumed more responsibility at home. Seventy-two percent of the parents felt that their children voluntarily shared their school experiences with the family; 52% said that the children used more library-type material at home.

Only 40% of the parents(as contrasted with 65% of the children) felt that the new reporting system increased their knowledge of the children's school progress.

Letters regarding S.K.E. were also received throughout the year. Sample excerpts, both positive and negative are presented below: (Students' names have been omitted)

a. "I strongly support any experiment which offers a positive alternative to the traditional self-contained classroom and encourages children to begin taking responsibility for their own learning. I am satisfied that this is being done in the SKE group. The weekly contract envelope which came home to be signed and the

very detailed progress reports indicate that skill areas are not being neglected. I know that in his "free" or unstructed time _____ tends to be a bookworm and this has been a source of concern. However, when asked what he wants to be when he grows up,_____ says, "A puppeteer, a printer, or a writer." He used to want to be an astronaut. So I concluded that at least some of his school experiences have been influential.

(My son's) daily contact with a large group of students, impossible in a "closed" classroom, encouraged him to make many new friends. When his grandparents visited recently, they noticed a new openness in his personality. I think it's due to his new school environment."

b. "My child always enjoyed school until exposed to the unstructured environment of SKE group. Original enthusiasm now restored since placed in more structured group. The objective of primary education is to teach fundamentals. As a parent, I am not satisfied that sufficient emphasis is being placed on these fundamentals."

c. "While we have withheld any criticism of the SKE Program from our son, he has for the first time expressed no enjoyment in school this year. We are certain the teachers have worked very hard to develop the program but it apparently is not in the least to our son's liking. Prior to this year he has always thoroughly enjoyed going to school and advancement through the year was readily discernible. It appears to us both this year that he has made little or no progress. The boy himself has made the statement to us 'I didn't learn much this year.' "

d. "As a parent with a child that just completed a year in the SKE Program, I would like to voice my unqualified endorsement for all its aspects.

Having four children in the Summit school system, I have been astonished at the almost amazing transition that this program has brought about in my daughter's interests and activities. She literally "throws" herself into everything that she now does. She meets all her school tasks as a new challenge and with great excitement directs her energies towards completion with ingenuity. She is the first of four to have gone through an entire year with no feeling of frustration. Her trials only seem to help her. Perhaps most importantly she has gained in maturity in her approach to both school problems and in her relationship with other members of the family. I cannot recall an evening when she has not enthusiastically dug into some research

book or worked on some project for school, and she does these things independently with little encouragement from her parents.

I can only wish that my older three children had had the opportunity to attend classes as interesting, challenging, and personally tailored to the needs of the child. My thanks to the Board of Education and Wilson School for 1972."

5. Teachers' Opinions and Reactions--Each teacher listed positive and negative reactions to the program as it had been designed and evolved. Mrs. Karl saw as positive features:

"1. The ability of some students to become totally or semi-totally independent thinkers and workers.

2. The increased ability for some to verbalize interests and pursue them.

3. The increased ability of some to show creative insights.

4. A more relaxed pupil-teacher relationship.

5. Increased pupil involvement with more people as the year evolved - extended friendships which may not have occurred traditionally.

6. Experience of some children to truly achieve a sense of personal satisfaction (especially the "slow" student) without it being locally broadcasted.

7. More opportunity for individual help and guidance."

Mrs. Karl also saw as negative features the following:

"1. Noise.

2. Theft.

3. Lack of consideration for materials (breakage, loss, crunched up, etc.).

4. Lack of apparent self-discipline in human relations areas.

5. Attitudes that S.K.E. means that no work in the traditional sense is required - a total belief that the morning block is "free time" (on the part of a few).

6. Increased opportunity for some to get more socially lost."

Mrs. Seidel's positive comments were listed:

"1. The teachers working cooperatively resulted in better evaluation of individual child.

2. A child with a personality clash or one with disruptive behavior could be given to another more suitable teacher (personality-wise) to work with.

3. It was very beneficial to share and use the varied teacher talents and strengths.

4. The program allowed for better interaction among the students (socially).

5. The program allowed for children to relate to more than one teacher.

6. The program allowed for children to work at their own rate, commensurate with their own potential.

7. The program allowed the promotion of greater independence on the part of many of the children."

Mrs. Seidel's negative comments:

"1. Not enough "joint" planning time for teachers during school day.

2. Physical set-up made it easy for a "few" to get lost and "hard-to-find."

3. Resulted in too much movement and loss of precious time.

4. The program, though enriching in other ways, did not allow for as much material (curriculum wise) being covered.

5. Lack of materials.

6. Didn't provide facilities for those who preferred or would do better in a more structured program (self-contained classroom)."

Miss Erwin's positive list included:

"1. Increased independence from teacher direction and approval on the part of all children.

2. Increased student ability to plan and carry through.

3. Increased ability to make decisions considering all positives and negatives. Most are more willing to accept the consequences of their actions after the decisions.

4. Less discipline problems in the traditional sense of term.

5. Increased ability to approach a new situation with confidence and willingness to chance failure.

6. Greater pupil/pupil interaction on academic and social levels. Greater tolerance for differences in other children.

7. Increased library skills.

8. Better self-image on part of previously moderately or totally unsuccessful students.

9. Evolution of new ways (new to us) of looking at children's needs and so meeting them more successfully.

10. Interaction of SKE teachers and ultimately of most of staff.

11. Evaluation of children in terms of skills instead of teacher opinion.

12. Less tension on part of children--more real life basis for action and reaction.

13. More human/human interaction teacher to pupil. Less authoritarian, more informal without a loss of respect.

14. Emphasis on life-skills.

15. Employment of aide for acceleration.

16. Increased awareness and acceptance of creativity as part of life.

Negative features as determined by Miss Erwin consisted of:

"1. Program weak in traditional areas of curriculum--not as much content was covered; not as many concepts were discussed.

2. No provision made for those children who seem to need one teacher.

3. Too great a delay in providing necessary structure for those children who need it; then providing that structure for those in such a way that these children were 'the failures."

4. Too long accepting the fact that children don't automatically gravitate toward learning centers but must be required or directed.

5. Insufficient learning center/materials either teacher made or bought.

6. Insufficient provision for children's need for "a place of their own"--carry-alls broke and were not "sacred" enough.

7. Very primitive concept of personal property and limited personal responsibility.

8. No teacher structure for those children who are bright but unmotivated.

9. Totally inadequate provision for parent conference time within the normal teacher hours of 8-4.

10. Inadequate provision for discussion-type activities.

11. Inadequate provision for large-group (traditionally homerooms) projects.

12. Insufficient programming for low math students.

13. Insufficient time for that child who needs time just to talk to the teacher.

14. Lack of enough small group projects--activities initiated and organized by children.

6. Principal's Reactions and Opinions--The Principal sought to list strengths and weaknesses of the program. These are presented here in their entirety, beginning with the weaknesses of S.K.E.:

"1. Increased opportunity for interferring with the property of others.

2. Lowered opportunity for planned small group work.

3. Lowered opportunity for pursuit of long-range group projects.

4. Uneven applications of standards for acceptable work (spelling, grammar, handwriting).

5. Overly process-oriented program."

The Principal listed as strengths of the program:

"1. Teacher commitment and effort expended, which has lead to professional growth.

2. Opportunity for upward growth for children academically was realized by a number of children.

3. Increased individual responsibility on part of all children in the program.

4. Increased skill of pursuing ideas and topics by all children.

5. More individualized opportunities for learning in subject areas.

6. Expanded opportunity for children to relate to school in new ways, particularly in the creative areas.

7. Improved decision-making ability on part of students at school and for scheduling time.

8. Improved self-concept of several children who had previously found school a defeating situation.

9. Improved behavior of acting-out children.

10. Negative competition de-emphasized."

Summary Statement:

While much of the controversy surrounding the design and implementation of S.K.E. has no doubt created impressions of different types in the minds of many, the attempt to here conceptualize, describe and monitor the program's purposes, methods, accomplishments, and shortcomings would seem to help to create at least a balanced perspective in determining--individually--whether or not the program has been a success.

S.K.E. has been seen here as a multi-faceted program designed to simultaneously do many things to enhance the educational development of different children. For this reason more than any other, an unqualified answer to the question, "Has S.K.E. been successful?" is virtually impossible. Viewing each facet of the program as a discreet entity, however, it is possible to generate some conclusions relative to the program's success or lack thereof.

It is clear, for example, that significant cognitive gains in reading were made by students--at the average--in S.K.E. The third graders gained more than the fourth graders, but both sets of gains were significant and outside the realm of chance-happening. Students, as evidenced by their responses to the student questionnaire, reacted in general favorably to their school experiences this year. They saw the program positively affecting their curiosity, decision-making ability, personal planning, and research skills. The program seemed to increase their confidence and broadened their circle of friends. Student comments were both negative and positive at the beginning of the program, during its transitional phase, and at the end of the year. Concerns changed with the program; comments about noise and confusion became less frequent; preference for multi-instructors appeared. While students' attitudes toward school did not show a significant positive gain, initial attitudes favoring school were maintained.

The parent questionnaire revealed that a majority of S.K.E. parents perceived positive behavioral changes on the part of their children at home. Parents characterized their children as enjoying school, having acquired more maturity in decision-making, being more intense in personal interests, using more library-type materials at home, and becoming more efficient in organizing personal time. Parent letters are both positive and negative. It should be noted, however, that accolades and criticisms generally represent the extreme reactions, and in the case of S.K.E.--as the letters attest--this is so.

Both the teachers and the principal pointed up the program's strengths and weakness. Self-reliance and a degree of interdependence among students emerged as consistent strengths. These become more significant as results because of their professed importance in the teachers' intentions when designing the program. Seen as a weakness was the perceived lack of provision for the student in need of a structured environment--or at least more structured than that provided by S.K.E. even after re-grouping on the self-reliance dimension. The fact that teachers and the principal sought to expose program weaknesses exists as evidence of an open climate--open to criticism, open to change, open to improvement.

Table 6.0 p. 32 was arranged to permit a rapid summary of program results. As may be seen, the positive results outweigh the negative. While individuals will view the table differently, that is, according to the priority value which they feel should be given to each dimension assessed, taken as a whole the program would seem to have accomplished most of its stated objectives. The S.K.E. Program was diligently designed, implemented, constantly re-evaluated, and produced many of the results desired. In addition--despite controversy--it exists as a replicable educational program, designed to bring about affective as well as cognitive changes in children. To that end it was successful, and represents a departure from the traditional. S.K.E., perhaps more than any other program in Summit's elementary schools, sought to respond positively to today's educational revolution--by daring to bring about change in a concerted effort to improve the education of children.

GENERAL RESULTS

S.K.E. PROGRAM

	Positive	Neutral (no change)	Negative
I.O.X. - 3rd Graders.		X	
I.O.X. - 4th Graders.		X	
Student Questionnaire	X		
Student Comments.	X		X
Reading Comprehension: Raw Scores - 4th Grade. .	X		
Reading Comprhension: Gr. Equivalents - 3rd Grade . . .	X		
Reading Comprehension: Gr. Equivalents - 4th Grade . . .	X		
Parent Questionnaire.	X (except for reporting system items and #8)		
Parent Letters.	X		X
Teachers' Responses (K)	X		X
(S)	X		X
(E)	X		X
Principal's Reactions	X		X

TABLE 6.0

APPENDIX ONE --

SAMPLE STUDENT CONTRACTS:

S.K.E. Morning Press - Phase One

Contract

Week of

Name Date

	Mon.	Tues.	Wed.	Thurs.	Fri.
Required					
½ hour SRA, Concepts, etc.					
½ hour free reading					
Daily activities from required list - Two (2) per day (include two (2) spelling and two (2) language activities per week).					
Activities per week					
1.					
2.					
Any individual skill sheets given out by teacher - i.e., Dictionary sheet, etc.					
Spelling pre-test and test					
Free choices (T.V., art, etc.)					
1.					
2.					
3.					
4.					

Teacher Comments

Contract

Name _____ Date _____

	Mon.	Tues.	Wed.	Thurs.	Fri.
1. Reading skills (SRA, concepts, group skills, worksheets, conference, dictionary, Mrs. Kaplan)					
2. ½ hour reading (Give title and author and number of pages read)					
3. Spelling pre-test and test					
4. Spelling activities 1. 2.					
5. Language activities 1. 2.					
6. Other choices (extra classwork or free choices) 1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					

Schedule

Monday	Tuesday	Wednesday	Thursday	Friday

APPENDIX TWO --

SAMPLE STUDENT CONTRACTS:

S.K.E. Morning Process -- Phase Two

Contract

Name _____ Date _____

Language

Use these four titles to write a good story. Remember - a good beginning, middle and end. Good sentences!!! Periods and capitals!!!

1. The magic Car (It will take you anywhere. Where? What will you do?)
2. Raindrop (You are a drop of rain. Tell where you go. What does it feel like?
3. Footprints in the Sand (How did they get there?)
4. The Man with the Green Hair (How did his hair get green? How does he feel about it? What will he do?

Science

1. Explore the idea box (the one with the lightbulb) in the science room. Take a card. Do what it says. You must write up what the card tells you to write about to be finished.
2. Measure three objects. Tell their measurement as exactly as you can in: inches, millimeters, centimeters, decimeters. If it is big enough, also give the measures in feet, yards, and meters.

Social Studies

1. Do one career (job) activity from the social studies room. This may take more than one day to work on. Do a good job!!!
2. Look at a map of the United States. Make a list of any state names that you cannot say.
3. If you know the names of all the states, make a list of the 50 and next to each one write the city that is the capital city for that state.

Art

1. Decide on an activity that would show something about a book you have had a conference on or that you are planning to conference on. Explain your choice or ask for a suggestion from Ms. Sch. or Ms. K. We would like to "show off" these activities as a display.
2. Pick out a shape (circle, triangle, rectangle, square, any quadrilateral, pentagon, hexagon, octagon). Make a collage covering a full piece of paper. Use magazines in Art Corner (Ms. Karl's room).
   Helpful hint - for circle cut out a watch, clock, wheel, letter O, etc.

Free

1. Explore some of the ideas in the science, language and social studies rooms that you have not seen before. Try some!!!
2. See if you can help organize some shelves or bookcases in the rooms (get teacher permission first).
3. Read a magazine or a newspaper.
4. How many states can you name without looking? Their capitals?

APPENDIX THREE --

SAMPLE FIELD STUDY TOPICS --
GROUP FOUR OF S.K.E.

FIELD STUDY WEEK OF MARCH 19

Required:

1. Use at least two of the following: Books, magazines, pamphlets, cards.
2. Use at least one other source.
3. Work on your topic every day for at least one hour. Some of this time may be spent at home if you choose.
4. Have all work completed <u>well</u> by Friday at 10:20.
5. Do at least three different types of activities.
6. Cover these three topics and others of your choosing: (a) History (b) Famous people connected with your city, and (c) Location and size.

YOUR JOURNAL

1. Every day's entry should be written neatly and legibly with an explanation of what you did and what you learned that day about your topic. Give the names of any books, material, people you used.
2. A separate sheet of paper with your free choices and the days you did them.
3. A list of books and other sources you used.
4. A word list.
5. A cover that would interest someone in finding out what is inside.

(An extra five minutes a day on neatness and organization saves the reader -- that's me -- a lot of aggravation trying to figure out what you are saying or where the next day's entry is.)

FIELD STUDY TOPICS WEEK OF MARCH 19, 1973

1. Fun City - New York
2. 'One if by land and two if by sea" - Boston
3. Who broke the bell? - Philadelphia
4. Gold Fever - San Francisco
5. Presidents and Cherry Blossoms - Washington, D. C.
6. Rocky Mountain Backyard - Denver
7. Here a steer, there a steer - Chicago
8. Washington Slept Here - Trenton
9. Mississippi Riverboats - New Orleans

FIELD STUDY WEEK OF MARCH 24, 1973

When you make your choice remember that you are choosing not only a person but also a category.

Required:

1. With your topic you must:
   (a) Find the life span of your person
   (b) Find why this person is famous
   (c) Find one or two other famous person who belong in the same category.
   (d) Find one or two famous people who lived at the same time as your person.
   (e) Do what they did: Teach a lesson, plan a battle, give a speech, write a poem like theirs, write a story.

2. Do at least three different activities.

3. Have at least three different sources.

4. Have at least ten words on your word list that relate to your topic. They must be spelled correctly and you must be able to spell them.

5. All journals are to have been checked by a good speller (preferably someone older than you) for misspellings. No journal will be accepted with more than five words spelled incorrectly.

Excelsior!!!

FIELD STUDY March 26, 1973

AUTHOR - Mark Twain

COMPOSER - Stephen Foster

EXPLORER - Kit Carson

INDIAN LEADER - Cochise

INVENTOR - Thomas Edison

MILITARY LEADER - Ulysses S. Grant / Robert E. Lee

NATURALIST - James Audubon

POET - Ogden Nash / Eugene Field

PRESIDENT - John F. Kennedy

SCIENTIST - Benjamin Franklin

SOLDIER - PATRIOT - Harriet Tubman

TEACHER - Annie Sullivan

NAME _____

MONDAY:

GYM, FREE READING, OR MATH

MEETING

LANGUAGE ACTIVITY

SCIENCE ACTIVITY

FREE

TUESDAY:

FREE READING

REQUIRED SPELLING ACTIVITY

ART ACTIVITY

SOCIAL STUDIES ACTIVITY

FREE

WEDNESDAY:

SKILL GROUP

LANGUAGE ACTIVITY

SCIENCE OR SOCIAL STUDIES

FREE

THURSDAY:

FREE READING

SPELLING ACTIVITY OF YOUR SELECTION

MEETING

READING SKILL WORK (SEE MS. S. OR K IF YOU DON'T HAVE ANY)

FREE

FRIDAY:

FREE READING

SPELLING TEST

MATH

CONFERENCE OR SKILLS (SEE MS. S OR K)

FREE

FREE: Make an attractive poster that can be hung telling others to save our EARTH, GRASS, TREES, WATER, ANIMALS.

APPENDIX FOUR: --

PERCENTAGE OF RESPONSES TO
ITEMS ON STUDENT QUESTIONNAIRE

PERCENTAGE OF RESPONSES TO ITEMS ON STUDENT QUESTIONNAIRE

		Agree Strongly 5	Agree Somewhat 4	No Opinion 3	Disagree Somewhat 2	Disagree Strongly 1	+ (5 & 4)	- (2 & 1)
1.	I like school more now than in September. (Grade 3)	52%	24%	10%	2%	12%	76%	14%
	(Grade 4)	32	29	14	7	18	61	25
	(Total)	44	26	11	5	14	70	19
2.	I like school more now than last year. (Grade 3)	48	21	12	23	17	69	19
	(Grade 4)	18	32	18	7	25	50	32
	(Total)	36	26	14	4	20	61	24
3.	I know more things that I'd like to learn about than I did in September. (Grade 3)	62	19	14	0	5	81	5
	(Grade 4)	36	36	18	7	3	71	11
	(Total)	51	26	16	3	4	77	7
4.	I take better care of my things in school than I did before. (Grade 3)	31	57	7	2	2	88	5
	(Grade 4)	29	21	25	18	7	51	25
	(Total)	30	43	14	9	4	73	13
5.	I take better care of my things at home. (Grade 3)	40	31	24	2	2	71	5
	(Grade 4)	25	43	18	3	11	68	14
	(Total)	34	36	21	3	6	70	9
6.	I can make up my mind about most things easily. (Grade 3)	39	34	10	10	7	71	17
	(Grade 4)	29	50	18	3	0	79	3
	(Total)	35	41	13	7	4	75	12
7.	I plan my time in school better now than I did in September. (Grade 3)	67	17	6	10	0	83	10
	(Grade 4)	54	25	11	7	3	78	11
	(Total)	61	20	9	9	1	81	10
8.	I plan my time at home better now than I did in September. (Grade 3)	50	22	21	0	7	71	7
	(Grade 4)	39	18	25	7	11	51	18
	(Total)	46	20	23	3	8	68	11

		Agree Strongly 5	Agree Somewhat 4	No Opinion 3	Disagree Somewhat 2	Disagree Strongly 1	+ (5 & 4)	- (2 & 1)
9.	Scheduling and keeping track of my things in school has helped me outside of school.							
	(Grade 3)	48	29	14	2	7	76	10
	(Grade 4)	39	29	14	14	4	68	18
	(Total)	44	29	14	7	6	73	13
10.	I can find information in books more easily now.							
	(Grade 3)	60	31	5	2	2	90	5
	(Grade 4)	50	39	7	0	4	89	4
	(Total)	56	34	6	1	5	90	4
11.	I need much less help (feel more confident) when starting something very new.							
	(Grade 3)	48	31	14	2	5	79	7
	(Grade 4)	36	50	14	0	0	86	0
	(Total)	43	39	14	1	3	81	4
12.	I enjoy writing stories and poems more than I did.							
	(Grade 3)	38	40	7	5	10	79	14
	(Grade 4)	50	18	14	0	18	68	18
	(Total)	43	31	10	3	13	72	16
13.	I enjoy writing stories and poems at home. (Grade 3)	38	14	24	7	17	52	24
	(Grade 4)	18	43	11	3	25	61	28
	(Total)	30	26	18	6	20	56	26
14.	I tell my family about what happens in school without their asking. (Grade 3)	33	28	12	10	17	62	26
	(Grade 4)	25	32	21	14	7	57	21
	(Total)	30	30	16	11	13	60	24
15.	I tell my family more about what happens in school than I did last year. (Grade 3)	59	17	17	2	5	76	7
	(Grade 4)	46	21	14	4	14	68	18
	(Total)	54	19	16	3	8	73	11
16.	I work on projects at home that I started at school.							
	(Grade 3)	45	28	15	7	5	74	12
	(Grade 4)	36	36	14	3	11	71	14
	(Total)	41	31	14	6	7	73	13

		Agree Strongly 5	Agree Somewhat 4	No Opinion 3	Disagree Somewhat 2	Disagree Strongly 1	+ (5 & 4)	- (2 & 1)
17.	I like the idea of moving around more instead of staying in one room. (Grade 3)	76	9	5	0	10	86	10
	(Grade 4)	71	11	4	0	14	82	14
	(Total)	74	10	4	0	11	84	11
18.	I like having more than one teacher. (Grade 3)	67	14	5	0	14	81	14
	(Grade 4)	43	21	25	0	11	64	11
	(Total)	57	17	13	0	13	74	13
19.	I made more friends this year. (Grade 3)	55	26	14	2	2	81	5
	(Grade 4)	61	21	14	4	0	82	4
	(Total)	57	24	14	3	1	81	4
20.	I feel stronger in math than I did last year. (Grade 3)	60	19	14	5	2	79	7
	(Grade 4)	46	39	7	0	7	86	7
	(Total)	54	27	11	3	4	81	7
21.	I feel stronger in writing than I did last year. (Grade 3)	62	17	19	0	2	79	2
	(Grade 4)	25	46	14	11	4	71	14
	(Total)	47	29	17	4	3	76	7
22.	I feel stronger in spelling than I did last year. (Grade 3)	74	16	5	5	0	90	5
	(Grade 4)	43	25	21	0	11	68	11
	(Total)	61	20	11	3	4	81	7
23.	I feel stronger in reading than I did last year. (Grade 3)	67	27	7	5	0	88	5
	(Grade 4)	64	21	11	0	4	86	4
	(Total)	66	21	9	3	1	81	4

		Yes	No	Undecided
24.	The evaluations helped me to know what I had learned and what I still needed to learn. (Grade 3)	67	2	31
	(Grade 4)	64	7	29
	(Total)	66	4	30
25.	I would like to be in a program similar to this one next year. (Grade 3)	62	17	21
	(Grade 4)	43	21	36
	(Total)	54	19	27

APPENDIX FIVE: --

PERCENTAGE RESPONSES TO
ITEMS ON PARENT QUESTIONNAIRE

PERCENTAGE OF RESPONSES TO
ITEMS ON PARENT QUESTIONNAIRE

As a result of this year's school experience, my child:	Agree Strongly 5	Agree Somewhat 4	No Opinion 3	Disagree Somewhat 2	Disagree Strongly 1	+ (5 & 4)	- (2 & 1)
1. Enjoys coming to school more now than in September.							
(Grade 3)	35%	43%	0%	19%	3%	78%	22%
(Grade 4)	29	50	0	8	13	79	21
(Total)	31	46	0	15	8	77	23
2. Has intensified his/her personal interest both in and out of school. (Grade 3)	29	38	11	19	3	68	22
(Grade 4)	33	25	47	13	12	58	25
(Total)	31	33	13	16	7	64	23
3. Exhibits more responsibility at home than previously.							
(Grade 3)	19	53	6	17	5	72	21
(Grade 4)	8	50	8	13	21	58	33
(Total)	15	52	7	15	11	67	26
4. Shows more maturity in decision-making. (Grade 3)	24	51	8	16	0	76	16
(Grade 4)	33	50	4	0	13	83	13
(Total)	28	51	6	10	5	79	15
5. Organizes his/her personal time more efficiently.							
(Grade 3)	14	43	11	30	3	57	32
(Grade 4)	25	25	8	21	21	50	41
(Total)	18	36	10	26	10	54	36
6. Transfers school experiences to out-of-school activities.							
(Grade 3)	15	50	15	18	2	65	20
(Grade 4)	25	29	17	12	17	54	29
(Total)	19	41	16	16	8	60	24
7. Uses more library-type materials at home. (Grade 3)	32	41	5	14	8	73	22
(Grade 4)	33	13	12	17	25	46	42
(Total)	33	29	8	15	15	62	30

As a result of this year's school experience, my child:		Agree Strongly 5	Agree Somewhat 4	No Opinion 3	Disagree Somewhat 2	Disagree Strongly 1	+ (5 & 4)	− (2 & 1)
8. Enjoys writing stories and/or poetry at home.	(Grade 3)	24	19	14	24	19	43	43
9. Voluntarily shares his school experiences with the rest of the family.	(Grade 3)	38	32	0	22	8	70	30
	(Grade 4)	53	17	0	21	4	75	25
	(Total)	46	26	0	21	7	72	28

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		Yes	No	Undecided
1. As a result of the new reporting system, I've learned more about my child's school and personal progress.	(Grade 3)	38	38	24
	(Grade 4)	42	39	18
	(Total)	40	40	20
2. As a result of this program, I now feel that I know more about my child's schooling.	(Grade 3)	38	49	13
	(Grade 4)	43	52	4
	(Total)	40	50	9
3. My child has expressed an interest in a similar type of program for next year.	(Grade 3)	68	26	6
	(Grade 4)	43	39	18
	(Total)	58	31	11